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ABSTRACT

The education directors from fifteen museums and performing companies in Boston and Springfield, Massachusetts, were trained to develop and pilot career education programs for K-12 students using the resources of their institutions. The project was divided into three segments and, during each segment, a series of training seminars were conducted to meet the specific objectives of the segment. Segment one acquainted the education directors with the general assumptions and goals of career education. Each director developed a career information package which incorporated the skills, training requirements, and attitudes which characterized jobs and careers within and related to their respective institutions. The second segment provided the directors with instructional skills to enable them to design and pilot career education programs. This involved joint planning sessions with partner schools. In the last segment, to insure the continued involvement of these cultural institutions in career education, the directors developed long-range plans for the implementation of career education programs at their institutions. A project evaluation indicated that the objectives were all essentially achieved. (This report discusses the training projects carried out during the project, analyzes the career information packages, and generally describes the pilot programs and the long-range plans. A report regarding the training seminars is appended.) (EM)

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FINAL PERFORMANCE REPORT

Cultural Institutions & Career Education

ED 171 919

Submitted by:
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and the
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Cultural Institutions and Career Education

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Table of Contents

I. Introduction	1
II. Major Activities and Evaluation	3
A. Summary of Activities	3
B. Evaluation	4
C. Major Objectives and Accomplishments	5
1. Segment I	5
2. Segment II	12
3. Segment III	26
III. Dissemination Activities	29
IV. Project Participants	32
V. Report Abstract	33
VI. Appendices	34
A. Training Seminars Description	35
B. Final Products	40

I. INTRODUCTION

Early in 1974, directors from ten museums and performing arts companies in the greater Boston area began meeting to discuss ways in which their institutions could diversify and enliven their educational services. The major concerns of the directors centered around new program development and planning for long term partnerships with public schools. Those meetings proved to be the forerunner of the Cultural Education Collaborative, a non-profit, statewide organization, now in its fifth year.

In the belief that the vast cultural resources of Massachusetts should be made available to all its citizens and that those resources could enrich the educational experiences of the people of the commonwealth, the Cultural Education Collaborative works to expand the public awareness of the educational aspects of museums, performing arts companies, and science and art centers, and concurrently helps to increase and diversify the educational offerings of those institutions. As a result, scores of institutions in greater Boston, Springfield, and other areas of Massachusetts now offer in-depth education programs which go well beyond the one-day field trip or single performance.

In October 1977, the Cultural Education Collaborative, in conjunction with Lesley College, received a grant from the U.S. Office of Education to train the education directors from fifteen museums and performing companies in Boston and Springfield, Massachusetts, to develop and pilot career education programs for students using the unique resources of their institutions.

The project was divided into three segments, with a series of training seminars conducted during each segment:

Segment 1 (October-December) was designed to acquaint the education directors of cultural agencies with the general assumptions and goals of career education. Further, it was expected that each participant would be

able to identify the skills, training requirements, attitudes, etc. which characterize jobs and careers within and related to their respective institutions. Each participant demonstrated this understanding of his/her institution through the development of a Career Information Package which incorporated the data mentioned above.

Segment 2 (January-June) was designed to provide education directors with a host of instructional skills to enable them to design and pilot career education programs for students. This involved joint planning sessions with partner schools for the spring pilot programs. Each institution, consequently, designed and tested at least one career education program which utilized its own resources.

Segment 3 (July-August) was designed to insure that cultural institutions continue their involvement in career education after the project ended. Participants developed long-range plans for the implementation of career education programs at their respective institutions.

The following report will discuss briefly the training activities carried out during the project,* will analyze the career information packages produced by the cultural institutions, and discuss the pilot programs and long-range plans as indications of the project outcomes. The report will use examples from specific cultural institutions as illustrations for general comments about the overall project, it will not evaluate each single institution's pilot project, nor will it attempt to describe in detail each of the activities. The descriptive material about individual programs is covered in the products prepared by the institutions as part of the substantive material of the project, and appears in Appendix B.

* A more detailed description of the training activities is included in Appendix A.

II. MAJOR ACTIVITIES AND EVALUATION

A. Summary of Activities

The major purpose of this project is to demonstrate effective methods and techniques for training cultural institution education directors to develop and conduct career education programs for students. Toward that end, the project is divided into three segments. The first segment is designed to provide the education directors of cultural institutions with a working knowledge of the principles, characteristics, and goals of career education, particularly as it applies to their own institutions. The second segment is designed to provide the framework for developing and testing career education programs for students which use the resources of the cultural institutions. The third segment is designed so that the participating education directors will develop a plan for the long-range involvement of their institution in career education.

For each segment of the project there are a number of specific objectives. In order to best describe the degree to which these objectives were met, they will be discussed below by project segment. A series of seminars were designed to meet the objectives for each segment. In addition, the project director, the seminar trainer, and the evaluator met periodically with project participants to assist them in achieving the objectives.

Because the program was funded late (notification did not come until mid-October, 1977) some difficulty was encountered. Members of cultural institutions had planned to begin work in September, and without definite word, they had revised schedules and assigned people to other tasks. On notification of the grant award, the Cultural Education Collaborative got in touch with institutions and reorganized the project schedule.

Fifteen organizations have been able to meet the commitments required for participation and have been involved in the activities. These are:

Boston Ballet
Boston Zoological Society
Children's Museum
City Stage Co.
Community Music Center
Museum of Comparative Zoology
Museum of Transportation

Neighborhood Arts Center
New England Aquarium
Next Move Theatre
Theatre Company of Boston
Springfield Quadrangle Art Museums
Springfield Science Museum
Springfield Symphony
Stage West (Springfield)

B. Evaluation

The project evaluation was implemented at the outset of the project and has been carried out in conjunction with the project activities. Our approach to evaluation was to use a wide range of methods to assess each objective. In each case, the particular methods used are discussed with project personnel at the appropriate level and are devised for that objective. At the same time, a general qualitative methodology was employed in order to determine the general outcome of the project, to provide continuous feedback to the project staff and to be able to detect unexpected outcomes from the activities.

Evaluation activities for the earlier segments of the project included documentation and evaluation data from the training sessions with the cultural institution staff. Evaluation activities for the pilot projects included observations of the activities in schools, as well as analysis of the products of the work with schools and interviews with teachers. Because each pilot program was unique, the activities were tailored to meet the individual characteristics of the projects.

The following material has been made available for the evaluation report:

1. Documentation

Collaborative materials: memos to cultural institution staff,
program presentation to Boston School Department, final products
Materials distributed at seminars
Meeting notes
Pilot program products
Staff journals, teachers' journals, other materials related to
pilot projects (including children's work)

2. Questionnaires and Interviews

Staff interviews following training seminars

Staff interviews related to pilot projects
Questionnaire to staff ("7 questions")
Selected teacher interviews

3. Observations

Observations of all training seminars
Selected observations of pilot projects' activities

Note: For the purpose of clarity we have adopted the following consistent terminology. The terms "staff" and "participants" refer to cultural institution personnel, while the term "teachers" refers to teachers employed by the Boston and Springfield school departments. "Administrators" refers to school administrators. We recognize that cultural institution staff also serve as teachers in many instances (and that school teachers were participants in the pilot programs), but the use of a single term for each group is less ambiguous.

C. Major Objectives and Accomplishments

SEGMENT I

Objective 1.1

Education Directors will acquire a working knowledge of the assumptions, characteristics, and goals of career education programs for students.

Findings

The training seminars designed to meet this objective were held at scheduled intervals, and institutions were notified in reasonable time. The sessions were organized so that meetings took place in both Boston and Springfield, the two sites in which the programs were to be carried out. The schedule has been as follows:

Seminar Ia Boston, November 14-15, 1977

15 institutions represented

Seminar Ib Springfield, December 12, 1977

14 institutions represented

The November seminars covered material related to this objective. Participants demonstrated their increased knowledge in this area, in part, by their response to an interview question following the seminar

concerning what concrete ideas they had gained from the seminar.

They listed the following:

- Understanding of immediate tasks
- Understanding of long-term project
- Definition of Career Education
- Breakdown of jobs in cultural institutions
- Value of Career Education
- How to define and analyze jobs
- How people learn about jobs
- How to use Career Education with young children
- Possible resources for Career Education projects
- How people choose jobs
- What's going on in Career Education right now

In addition, the first segment of the project also required that each participant explore his/her own institution to learn about how it is organized, who worked there, how people were formally and informally trained for their jobs, what their career path looked like, what skills were important to their job, etc. Many of the participants designed a questionnaire to collect this information from other people who worked at their institution. The questionnaires they created also indicated that they acquired a working knowledge of career education.

Discussion

The material presented at the seminars was appropriate for developing knowledge concerning the characteristics and goals of career education for students. The best evidence that this was the case is the fact that the cultural institutions were able to prepare the materials and carry out the programs which were expected as part of this project.

Objective 1.2

Education Directors will catalog the various jobs and careers that exist within, or are tangential to, their institutions, including the skills, competencies, training requirements, work values, and alternative career paths that could lead to employment in their institutions or occupational area.

Findings

As part of the project activities, each cultural institution was requested to prepare a career information package concerning their own institution. These packages were discussed at the training seminar

and institution participants agreed to prepare them and identified a set of specific criteria by which they were to be assessed. Each package was to present some form of overall description of the institution and careers there, to list employees by category, and to specify the number of full-time and part-time employees, and to indicate composition of staff by race, sex, etc. Finally, the career information package was to indicate which employees were interested in participating in career education programs with schools.

At the time of the interim report, twelve packages were available, some in very rudimentary form, and several did not meet the criteria established. At the end of the project, all cultural institution participants had prepared career information packages, all of which met at least four of the five criteria established, and each of which was in a form that could be used to present the career information to a wider audience.

The styles of the packages varied from institution to institution, as might be expected, but some common elements prevailed. Most provided capsule descriptions of individual jobs. Those that were in the form of "a day in the life of _____" often were particularly appealing. One institution prepared a large chart, in the form of a drawing of the institution building, and the various jobs associated with parts of it; another wrote a statement in the form of a publicity release; while another included individual pictures which employees had drawn to illustrate their own work.

Discussion

Participants were divided in their opinion as to whether preparation of the packages was helpful in developing their pilot programs. One stated yes, five commented that it was "somewhat helpful," while two more indicated that it was indirectly helpful. Three reported that it was of no help. Most of the respondents did feel that certain issues were clarified through the development of the packages. "Institutional organization and lines of authority became clear." "It forced me to focus on roles as they actually are, not to presume a certain structure." Some people had never before tried to define and state clearly what

they actually do. This clarification process was quite valuable to some members of the staff. "It yielded some surprising answers concerning people's likes and dislikes about their jobs " (staff questionnaire).

Two of the institutions turned their attention to developing a resource list of occupations in the field of interest (music and transportation) besides concentrating on the actual people at the institution. This may be a useful activity in future programs. However, the development of career information packages based on actual staff should be continued, since the impact of even a small list that concerns specific individuals who can provide role models for students is great.

Most of the career information packages discussed all of the job opportunities at the cultural institutions, both the more professional roles and the ones requiring less education. One group concentrated on the professional jobs, only briefly listing the support employment: secretaries, custodians, and clerks. The power of the career education project is in part derived from the fact that it encompasses both jobs and professions that may be familiar to students as well as more esoteric forms of employment. The possibility of pursuing a relatively "ordinary" job, such as secretary or custodian in an "extraordinary" environment of a cultural institution may be a remarkable and useful insight to a student who has never before had the opportunity to consider it, and should be stressed as much as possible. It is precisely because the cultural institutions make available such a range of jobs, including traditional ones, that they provide powerful locales for career education.

Several sets of materials describe the institution involved as "small," including a museum with 11 staff members, and another cultural institution with over 100! Certainly, the participants from the two places mean different things by that description, and the term should be modified to indicate what comparison is intended. In general, it would be worthwhile if the descriptions were considered in relation to what the potential readers may know. The institution could be compared to

a school or a local business establishment.

Similarly, several staff talk about their own careers and discuss the difficulties of getting a job in the field. "There is a tight market in my (professional) field, 50% of people in the field can't find a job," says one professional staff member with an advanced degree. It is doubtful that he means the same thing as the situation that confronts a minority teen-age student, who is a member of a group in which 40% to 50% of the members can't get any job at all. It might be interesting to find out what the 50% who don't get jobs in the field are doing, in later years. Also, several staff members comment that their jobs do not pay well, that they could make more money in other places, or generally that museum and cultural institution work is low-paying. An assistant professor at a university comments that his salary is low. Again, a comparison would be useful. Low in comparison to what, to a similar position in another institution, or in comparison to national median incomes?

Although the cultural institutions involved in the project have many similarities, they also have differences among themselves. They range from small, independent theater companies, whose members support themselves in part by outside jobs (when these are available) to larger institutions with endowments or university associations which support full time employees. It is important and useful to readers to learn about the context in which the various career opportunities exist.

The language in which institutions and the careers at them are described is sometimes technical. It is difficult to decide what the appropriate language for the materials might be, since many of them are intended for a wide audience. But in any case, professional jargon should be avoided. What would be familiar to any archeologist ("I was impressed with Leakey's discoveries, and so became interested...") may be totally unfamiliar to a reader outside the field.

Further Findings and Discussion Concerning Segment I

Participants' response to the training changed with time. The

original set of training sessions were viewed as somewhat useful, but participants had difficulty relating the material to the specific tasks which were ahead of them, and some of the material appeared to be too loose and unstructured. As the project continued, and participants became involved with activities related to their own cultural institutions and the pilot program they were involved with, their perception of the training changed. They found it helpful in developing programs and they particularly appreciated the opportunity to meet with their fellow participants from other cultural institutions and share ideas.

Some responses to the first seminar included "use of time Monday almost 'too flexible,'" "not enough clarity of purpose " (interviews). The observer noted that participants were "concerned about the practicality of actually developing and implementing programs. Particularly concerned about pressures to provide services for a huge number of students."

During the second seminar discussions focused more on actual activities. "Discussion of how and whether the qualities that are important in participants' own work could be useful and relevant to inner city kids " (observation). "Discussion of difficulty of teaching kids how long it takes to learn something. Because of t.v.'s, etc., people think there is a quick, easy jump between the first step and the final product " (observation).

During the March seminar considerable time was devoted to a discussion of the technical details of implementing programs: how money was requisitioned, the mechanisms of pairing with the schools, how schedules were to be arranged, etc. This focus on the details of implementation reflects the fact that the institutions were moving on to the implementation of the pilot programs.

Repeatedly, the participants stressed how helpful it was to be able to talk to the other project people from institutions. "All participants were able to express at least two positive aspects of the two days (of seminars): meeting and talking with real teachers and meeting and sharing ideas with people from other CI's " (summary of questionnaire). "The most helpful activity in creating the program were the seminars,

in which individuals from participating institutions met and shared ideas for programs " (participant answer on questionnaire).

Another major positive factor was the various materials which were made available to participants at the training sessions. A participant's log is filled with references to books, articles, resource materials, and resource people which were obtained at the training sessions. "The only specific preparation that helped me in designing the program came from the career ed. training project in the form of 1) printed materials about career ed to read and review, 2) speakers and discussion on career education, and 3) sharing ideas with other workshop participants " (participant questionnaire response).

At the beginning of the project there was some confusion about what was actually expected of each institution and what the objectives of the program were. Some of the confusion resulted from the inevitable uncertainty of any new program. This was due partly to the project's late start. Although scheduled to begin on October 1, 1977, the Collaborative was not notified of the grant award until mid-October, so initial commitments had to be tentative and cultural institution personnel could not be certain of their involvement, scheduling, etc.

The project involved two sites: eleven of the cultural institutions are located in Boston, the other four in Springfield, eighty miles away. The project was run so that training sessions for all institutions were held jointly, either in one locality or the other. This had the advantage that all members could share experiences and that the group could work together and training was accomplished in single presentations. The disadvantage of this approach was that communications were more complex and that one group or the other always had to drive two hours for the meetings. The chance to share experiences and to profit from the activities reported from both sites clearly was an advantage for the project, although the increased complexity of developing programs at more than one site must be recognized.

One topic which came up repeatedly at the training sessions, and for which there was no clear and obvious solution, was sex stereotyping and racism in careers. Participants in the project were predominantly

white, with a majority of female participants. As one participant commented, "Overcoming sexist and racist stereotyping in regards to careers is a very difficult task. Even first graders have formed strong opinions about what kind of work men do and what kind of work women do. Also, finding appropriate ethnic and racial role models can be very difficult. However it is very important to be aware of this stereotyping when working with children and every effort should be made to overcome it." The training workshops themselves included specific material on these topics, and appropriate staff were involved in the discussions.

In summary, it appears that the programmatic objectives of organizing cultural institutions to take part in a career education training project and provide training for the participating members have been met. The main evidence for this is the successful completion of the materials which came out of the project and the pilot programs with schools. In addition, supplementary evidence is provided from the observations, questionnaires, and interviews with participants.

SEGMENT II

Objective 2.1

Design Career Education Programs for Students: Understand psychology of occupational choice and proactive life and career planning; Understand criteria and techniques for the development of career education programs.

Findings:

One training seminar, held in Boston January 26-27, 1978 (15 institutions represented), particularly focused on these topics. Discussion at several seminars, prompted by readings and presentations, repeatedly focused on individual issues related to career choice and life planning. "It's important to help people see how and what they can get from a (job) situation " (participant, seminar). "Discussion work could be useful and relevant to inner-city kids. (e.g. Is it a luxury to take a job that pays less money because you're interested in it?) " (observation notes).

"Discussion of the difficulty in teaching kids how long it takes

to learn something. Because of t.v.'s, etc., people think there is a quick easy jump between the first step and the final product...." (observer notes). The participants shared ideas for programs during the second seminar, indicating that they understood the criteria involved and were now at the stage of developing programs.

In an interview after the second seminar, the participants stressed the value of the materials they had received and the value of interacting with the other participants.

Discussion

The assessment of participants' "understanding of psychology of occupational choice" is, of course, an extremely difficult task. The observations and notes from training seminars indicate that the issues related to this topic were discussed.

The best evidence that such understanding took place, as well as that the participants understood criteria and techniques for developing career education programs comes from the successful implementation of the pilot programs. Whatever their degree of intellectual understanding in the abstract, the staff members of the cultural institutions carried out the pilot programs, therefore demonstrating that they had acquired a working knowledge of the relevant issues.

It became clear to the project staff and the evaluators that this objective was essentially an interim one, which would be followed by the concrete demonstration of the participants' understanding of career education through the development of the pilot programs. Therefore, no additional efforts were made to assess this objective, and the discussion of the results is necessarily short. The subsequent sections indirectly address the completion of this objective through their discussion of the pilot programs.

Objective 2.2

Develop plans with school personnel for Career Education Programs.
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Findings

This objective was approached at two levels. The staff of the

Cultural Education Collaborative in Boston and in Springfield contacted the respective school department personnel and set up pairings, so that the individual cultural institutions could work with schools. Then, the specific plans for each pilot project were developed by the participants with the school personnel.

School pairings were discussed at Segment II training sessions in Boston on January 26-27, 1978, and in Springfield, April 21, 1978 (12 institutions represented). School department representatives, from both Boston and Springfield school systems, attended these training sessions and provided information about current school career education programs and the kinds of activities that would be most appropriate in the pilot projects.

Discussion

Since the actual pairing of cultural institutions and schools was done by the Collaborative, the problem of finding an appropriate school and making initial contact was not one faced by the individual cultural institutions.

There were some difficulties in making contact, arranging meetings, and getting pilot programs started. Some of this is inevitable. Some resulted from the timing of the pilot projects. Since the entire career education project started late (notification of the grant award was late) the training was not over until late winter and the pilot programs had to be scheduled for spring. Inevitably some of them got into the time squeeze at the end of the year.

Each cultural institution did develop a reasonable plan for implementing the pilot program with a school. In almost all cases the cultural institution staff had previous experience in working with school personnel in educational programs.

Objective 2.3

Design and field-test a Career Education Program using resources from each participating cultural institution.

Findings

Fourteen of the fifteen pilot programs planned in cooperation with

schools were carried out. A brief description of each program is given below. For detailed descriptions of the imaginative and varied ways in which the collaborative pilot programs were developed by the cultural institutions in collaboration with Boston and Springfield schools, the reader is referred to the documentation of this project in Appendix B.

In Boston, the pairings resulted in the following eleven programs:

Boston Ballet - Boston English High School. Two black students from the High School each undertook a two-week internship at the Boston Ballet Company during which they actively participated in Company functions as well as doing some shadowing. A staff member met with the students, supervised them, and evaluated the activities with them at the conclusion. The students worked with members of the company to directly experience the functions involved in running a performing arts company.

Boston Zoological Society - Chittick Elementary School. The program was designed to let fourth grade students at the school experience first-hand, as much as possible, the jobs that exist at the zoo. Five sessions were held, two of which were at the zoo. The students viewed a slide exhibit prepared by a zoo staff member and assisted in modifying it. They then helped develop exhibits concerning jobs at the zoo, through research, photographing zoo staff, observation of zoo activities, and classroom sessions with zoo staff and animals.

The Children's Museum - Wheatley Middle School. This program permitted thirty sixth and seventh grade students to learn how to gain career information by interviewing and using observational techniques; to visit workplaces appropriate to the school's ongoing career education program; to assimilate information gathered at workplaces by producing an exhibit which was mounted at the school and later installed at the Children's Museum; and to learn about careers in museums by assuming the roles of museum developers in the course of making the exhibit.

City Stage Co. - McCormack Middle School. The program was intended to infuse information about careers in theater and related media with

the regular classroom curriculum. A total of 125 sixth grade students worked with City Stage staff learning acting and playwriting skills, as well as other theater related jobs, caring for props, stage managing, acting as critic or make-up person. Students performed scenes related to the curriculum of their English or social studies classes. The program took place at the school.

Museum of Comparative Zoology - Oak Square Elementary School. The program, involving a fifth grade class, focused on a behind-the-scenes look at people and their jobs at the Museum. Children practiced interviewing at the school, then came to the Museum to become acquainted with it, and with the audio and videotape equipment available for interviewing. Then, in teams of four, they talked with museum staff in labs and offices. The data including children's reports, drawings, photographs, and tape recordings, which were developed into an exhibit under the title, "Museum Jobs and Us."

Museum of Transportation - Lucy Stone Elementary School. Through discussion, dramatic play and art activities, first grade children classified various means of transportation and the variety of ways that people and goods get from one place to another. In later sessions at the school and the museum, children dealt specifically with careers as fire fighters and learned about the many ways in which horses have been important in the history of transportation, and the jobs associated with their role.

Neighborhood Arts Center - Madison Park High School. Photography and advanced media students (eleventh and twelfth graders) interviewed a number of photographers, artists, and film editors chosen because of their expertise in areas of media. In most cases there was a formal interview followed by an informal "rap session." All interviews were videotaped and photographed with still cameras to add to the permanent record of the media department at the school.

Neighborhood Arts Center - English High School. A small group of tenth and eleventh grade students worked twice a week for five weeks with a staff member to create an animated film on issues related to work. In developing the animated film, they learned about the various career activities involved in media production.

New England Aquarium - Edison Middle School. The objective of the program was to develop materials for school groups interested in careers at the Aquarium. The results were a career survey of Aquarium employees, a slide-tape program, and a curriculum unit of pre- and post-trip activities with a self-guiding Aquarium Tour for junior high and high school students.

Next Move Theatre Company - Copley Square High School. High School students viewed a performance at the theater and then participated in mini-courses to become acquainted with professional theater activities. Two sessions at the theater, one on theater management and another on technical theater, were held. In addition, a high school senior interned at the theater for four months.

Theatre Company of Boston - Madison Park High School. The theater company piloted two model classes on careers in the theater for two groups of ninth grade students. The first witnessed a very condensed rehearsal process and participated in decisions about casting, set design, costuming, lighting, and direction. The second class heard a panel of five people (the same who had taught the first class) discuss their careers and then asked questions. The five people included two actors, a director, a lighting designer, and a costume designer.

Four Springfield-area cultural institutions teamed with five Springfield public schools to create pilot career education programs in the spring of 1978. These programs included the following:

What does a Geologist do?, created by the Springfield Science Museum, explained to Freedman School fifth-graders the effect geology has on their lives. The program began with a film introduction to geology, and an inspection of the museum's collections. It included a field trip to Mt. Sugarloaf, and an inspection of dinosaur tracks. A speaker brought her rock collection to the classroom and discussed the many careers in the geological field. The students also practiced using metal detectors to uncover metal objects in their school yard.

What does an Archaeologist do?, also by the Springfield Science Museum, introduced Brookings School sixth-graders to the activities and skills practiced in the field of archaeology. The students interviewed an archaeologist about his training, and then participated in two digs -- one "salted" in their school yard, the other a real dig at Mitteneague Park. The students created a mini-museum of the findings and reports from their digs. The program also included a trip to the Pompeii exhibit at the Boston Museum of Fine Arts.

Meet the Symphony, by the Springfield Symphony, was designed to introduce Duggan Junior High School students to the different types of occupations associated with a symphony orchestra. Guest speakers, such as the conductor, general manager, and scenic designer of the Symphony, came to the classroom to talk about their jobs. The students also visited the Austin Organ Factory in Hartford to inspect how instruments are made.

Who is the Theatre?, by Stage West, introduced Technical High School students to the various careers associated with a theater. The program began with "What is theatre?," a lecture/discussion with the students about jobs in the theater, and local theater and its importance in the community. A lighting designer and set designer from Stage West visited the classroom to give practical demonstrations of their crafts, and to discuss related occupations.

"Do Not Touch" (A Hands-on Experience in Museum Careers), by the Museum of Fine Arts, exposed Technical High School students to careers in a museum. A museum representative presented a slide/talk/discussion at the school to outline the various positions within the museum. The students then visited the museum for a brief tour and discussion on the Jasper Johns prints. The students then met with department representatives (the director, registrar, and maintenance superintendent) who described the skills and responsibilities necessary for each job behind the scenes in the museum.

In summary, some programs were limited, including as few as two sessions with students, while others were quite elaborate, and, in fact, constituted full-fledged activities, rather than pilot programs.

The profession-oriented experiences designed by the Springfield Science Museum (archeology and minerology) were complete models for a larger number of students envisioned for the future, and the Boston Ballet plans to expand its internship model by including more students during the year, not by increasing the experience of individual participants.

Participating schools involved children from first grade through high school: exactly half of the programs were for children in grades 1 - 6 and the rest for junior high and high school aged groups. Four of the high school programs involved students particularly interested in the subject, that is, those enrolled in classes in media, drama or other subjects directly related to the activities of the art center, performing arts group or other cultural institution with which they were paired.

The most frequent single activity in the programs was some form of interview by students of members of the cultural institutions about their work. Six programs carried this out. Another five explicitly had members of the institutions talk to the students about their work and careers.

All the cultural institutions prepared some form of curriculum materials as part of the project. In some cases this was based on the Career Information Packages, in others it included actual curriculum materials: games, activities for students, background information and descriptions. In still other pilot programs the results of the student activities (interviews with staff, student pictures, written work) became part of the package that was developed.

Discussion

Interviews were extremely popular and provided an exciting way for students to find out about the institutions. "The students were greatly interested in the careers of the persons interviewed. They asked many personal questions about the career choices that each person had made and what were the motivating forces for each of the individuals" (staff report). In some cases the professionals interviewed were impressed by the questions that the children asked.

"The students were well prepared for the interview. They asked

questions which would expand their knowledge about the work people do in the field, and about the field itself. Mr. Q was less well prepared and was taken by surprise at some of the questions, but he listened carefully to each of the questions and gave thoughtful answers " (observation report).

The alternative, having staff come to the school and describe their jobs and their institutions to students, was also frequently successful. In both cases the activity involved both a process and a content: students found out about the careers at the institution, and they had a chance to interact with the staff. Again and again, cultural institution staff stressed that they believed the interaction with real people in actual work situations was the most important part of the program.

Another tactic that involved both process and content was the situation in which cultural institutions involved students in an activity which was characteristic of that institution's work. Thus, an art museum involved students in the process of developing an exhibit, another museum created an exhibit with children which was concerned with the material they had gathered about the world of work. A science museum had them do archeology with an archeologist. In each case, the students learned the content of the work, and had the exposure to the individuals who normally carry out that work as part of their lives.

Other institutions invented additional clever and imaginative activities. To emphasize what sort of work went on at the institutions, a theater company involved the students in the process of putting on a production. The Aquarium posed a set of "crisis" questions to students ("what would you do if a window in the main tank cracked, if a child loses a mitten in a shark pool, if the electricity goes off?"); another institution had the students make posters concerning their own career plans. These included the following two, written by elementary school children.

I want to be a teacher and teach othe childen and when they come I am going to said where is my red apple and I would like to be a nurse and help the ill people and I would like feed the people that are starving and I would like to help orther pople and care for them when I grow up to be a lady.

I am Ruth W. my interest is hanging out and I also like to watch soap operas. I would like to be a gynecologist (woman doctor) when I grow up. Now I do the housework and it is boring. I get 50¢ a job that is \$4.00 a week I usually do dishes every night, lately I have found excuses to get out of work. Truthfully I really dislike it.

The fact that each institution created its own materials which made use of the unique resources and style and personnel of that institution attests to the dynamic character of the overall project. The training and support provided to the institutions enable them not only to generate pilot programs in career education, but to have the confidence and ability to make each program fit the strengths of the particular institutions.

Two of the programs for high school students included internships as a major activity. In each case the students learned a great deal, were able to relate what they experienced in the internship to other knowledge of the world of work, and could make connections between the experiences during the internship and other school work. They also learned that work is not always exciting, and that the day to day chores of school also have their counterpart in the real work world!

Reaction first day mixed. Liked meeting dancers and finding out different information. Did a lot of prop work which they termed, "is no different than what we do in English." They thought things should be "more exciting." Didn't realize so many tasks were routine. (staff journal).

I did pick up some good information for the future, may be even for the present; Everything is always about being awake, alive, never sleeping, dieting, always playing fun games - serious games. I think that I have grown some more, other words - appreciating the real behind the scene atmosphere of what goes into producing a real professional ballet (people) theater. (student journal).

I went down to the store today and picked up some gels for A. I didn't know that the hardware store that I went to carried things for theater such as gels and other supplies. (student journal).

I take up a business class at my school and I know a little about the different legers, work sheet and other things. J. really gave us a good look at how things were controlled in terms of paper work. (student journal).

The data confirm what has been stated previously in a variety of programs: exposure to real people engaged in actual work is probably the best way for young people to understand the career world they are about to enter. The internship programs and interviews were particularly successful in relating the work experiences to school activities. One intern was even offered an after school job by the production manager of the company for whom he had interned.

Further Findings and Discussion Concerning Segment II

Carrying out the pilot programs represented a new venture in most cases for both the schools and the cultural institutions involved. It involved considerable expenditure of time and energy on the part of both kinds of institutions. The collaborative effort raised many of the kinds of issues which often come up in these ventures. One of the reasons cultural institutions provide a rich resource for school programs is that they are different from schools: but this difference also causes problems when the attempt is made to bring together institutions which vary in style, scheduling, expectations, and responsibilities. If cultural institutions meshed completely with schools that would only mean that they had nothing significant to add to school life. Thus, the problems encountered are typical of all these collaborations and represent the necessary friction that must be overcome in order to accomplish movement. They are offset by the positive results of the collaborative efforts. All the problems discussed here were surmounted by the programs, and we call attention to them, along with the discussion of the objectives achieved and the other successes, in order to assist future implementations, not because they represent a failure on the part of the participants.

1. Relation to curriculum. In several cases it was clear that the activities for the career education pilot program were closely related to the school curriculum. A theater company presented a lighting designer, who discussed her work in terms which involved high school physics; the archeology program at a museum included writing,

reading, drawing, science and social science besides actual archeology work; students in a theater program had to write essays concerning their understanding of the theme of a play; students wrote in designing interviews and, of course, practiced communication skills in carrying them out. The activities intersected with traditional school curricula in a variety of ways. In other instances significant overlap was not achieved. This issue needs to be addressed by schools and cultural institutions in the future.

2. Scheduling. School schedules and institution schedules often were in conflict. This was particularly true in the case of programs involving older students, who go from class to class at school in varying time blocks. Either the institutions tried to match the short periods, and felt that they did not have sufficient time for their program, or they scheduled longer times, and then had difficulties. "Don't we go back for the 8th period?" Murmurs by other students; confusion by teacher. She didn't know the workshop was scheduled until 2:00. They all left at 1:30 " (observer report). Several institution staff commented on the difficulties of scheduling and of working around complex school time commitments. "Another problem with the program was the fact that the class periods were only 40 minutes long. This demanded that the students work on their projects at other times in the day. This tended not to happen " (staff report).

3. Time. Related to scheduling is the problem of time required for any one activity, or total time required for the program. Sometimes institution personnel were so concerned about keeping a program lively that they hurried activities: students and teachers felt rushed during a museum visit, or staff appeared to students and talked about their work in a bewildering rapid sequence. In other instances, specifically in the internship programs, the students felt that they did not have enough to do, or that the work was tedious. We have already mentioned that this perception for interns may be a healthy way of appreciating the nature of the profession. In other cases the cultural institution staff recognized the importance of pacing and the type of program offered to the students. "We did find that it is

terribly important to have the sessions structured so that the students are actively participating. They seemed bored by too much talking, not enough doing " (participant report).

4. Teaching training. All the participating institutions were eager to work with the teachers involved. In some cases a considerable amount was expected of the teachers: that they carry on additional work when the cultural institution staff was not there, that they prepare students, or that they participate in the program. The extent to which this happened varied for a host of reasons too complex to try to unravel here. In each instance, the cultural institution staff must consider what they are expecting of teachers, make it clear, and try to assess whether the commitment they want is realistic.

5. School involvement. It is obvious that there was considerable school involvement in each of the pilot programs; otherwise, they would not have taken place. But within this generalization the actual amount of commitment varied greatly, partly because of different cultural institution expectations and partly because of the nature of the schools involved. "I left the meeting feeling that (the teacher) would be most cooperative and indeed enthusiastic about the project, but that she really didn't have the time (or desire?) to do much of the preliminary work " (staff notes).

One staff journal documents the number of meetings with the school teachers: there were several and they were time consuming. Another staff member comments that there has been "little contact with the school administration."

6. Student participation. The elementary school programs involved primarily whole classes of students; some of the high school programs were for students with special interests, but in all cases, there are questions concerning which students actually participated in the program. "The group was selected from those students who teachers felt were interested and who would not cause problems " (staff description of elementary program). "The 28 students represented 5 of Mr. L's classes " (staff comment on high school program).

Selection of students to participate in the programs is primarily a school function, although the cultural institutions described the kinds of programs they were prepared to offer. School selection criteria are often mixed, involving some aspect of interest and appropriateness and another component related to behavior. Some programs at times are seen as a reward. At other times, school personnel are reluctant to inflict what they consider unruly students on outsiders or reluctant to risk the adverse publicity which might result if students misbehave at another setting. For these understandable reasons, behavior is a common school criterion for inclusion in certain programs, especially those seen as non-essential (students are rarely omitted from reading lessons because they are unruly). If the career education programs are to reach a wide range of students, and if they are to be of use to those students who may be most in need of them, namely, those who are unsure about their lives and what options are open to them, then every effort should be made to include entire classes in the program.

7. Cultural Institution participation. In order to organize the programs, it was not only necessary to get cooperation from school personnel, it was also necessary to organize the resources of the cultural institutions. Most respondents from the institutions commented that the preparation of the career resources package and the program materials enabled them to ascertain who at their institution was interested in the program and what resources would be available to them. But in some cases this required considerable work. "After considerable 'paving the way' at the (CI) - this was after all a radical departure, having children come into the labs and offices! - and preparation of the Career Resource Package, time was spent at the school with the principal, the teacher and the students, explaining the project, introducing myself to the students, and learning about them " (staff response).

Participants also found that they needed additional staff members besides the one member who attended the training sessions to help carry out the pilot programs. This was especially true of those situations where students were broken up into small groups to interview staff or carry on other activities that could only be done in groups of three or four. Usually, each group of children required one adult and, depending

on the activity, this adult had to know a considerable amount about the cultural institution.

Most encouraging is the fact that each of these issues was handled in some reasonable way by many of the programs, and the joint set of pilot activities provides a variety of examples of how to deal with the difficulties. The hard work, time, constant meetings, and requirement of discussing differences between institutions and individuals cannot be avoided in developing programs which call for cooperation between cultural institutions and schools, but the results in this case demonstrate that this effort is worthwhile and can lead to stimulating, exciting, and solid programs which can assist children in preparing themselves for the world of work.

The refunding of the Career Education Project and the enthusiasm with which the same institutions are developing programs during the 1978-79 academic year is a fine indication of the value of the Year I Career Education Project.

SEGMENT III

Objective 3.1

Education Directors will develop specific plans with school personnel, and other individuals and organizations, for continuing involvement of their institution in career education programs with schools.

Findings

The last seminar, held on June 21, 1978 in Boston, with 12 institutions present, as well as school department officials, was concerned with long-range planning in general, and specific plans for the future. Institutions also submitted long-range plans for the continuation of career education programs to the Cultural Education Collaborative.

Most significantly, the Collaborative was funded by U.S. Office of Education, Career Education Division, for another year of career education activity and all the institutions which participated in the first year training and pilot programs are now carrying out career education programs with at least two schools each, during the 1978-79 school year.

Discussion

The eleven long-range plans developed by the Cultural Institutions in general address the problem of trying to develop programs, which, in the long run, will take less staff time and institutional involvement than was necessary in the early phases of the career education training project. Six of the eleven plans stress the development of slide/tape shows, videotapes or other media materials which will permit children in future years to participate in understanding of careers at the cultural institution through viewing and listening to the materials. Other long range plans include the preparation of curriculum kits or resource packages which can be used by schools.

Several institutions plan to continue career education programs which do involve a high ratio of staff time: two will continue intern programs, another will continue a model in which individual staff members will go to schools to work with teachers and integrate curriculum with career topics related to theater.

Except for the intern programs, all the cultural institutions which have performance or exhibit spaces plan to cut down on the amount of time children spend at the institution. Museum visits become less frequent or, even optional, in the later years of the programs. The institutions should be concerned that they don't lose completely the special flavor that these programs can have, by reducing the live, institutional involvement below some critical point.

The major concern expressed in the long term plans is, of course, about funding. No matter how well organized and packaged, the programs continue to have some costs associated with them. The Zoological Society needs funds to continue to bring children into contact with live animals, the performing companies need funds to help defray the costs of performances for children (it is inevitable that schools will insist on some exposure to performances when they are working with a theater, dance or other performing company); the groups which are preparing exhibits need funds for materials.

Another common activity is to involve children in developing an exhibit or show of some sort which has as a theme the work activities related to that cultural institution. In most cases the institutions which plan these see them as on-going activities, renewed each year by some group of participating students, and available for a wider audience.

In a few instances, the career education projects are placed in a broader context of on-going work being carried out by the institutions, either in their own development, or in their collaborative work with schools. Thus, several expect to develop a library of curriculum materials or slide/tape shows that can be used by wide audiences. One theater company is working closely with a Boston High School to develop an exemplary theater at the school. Naturally, theater-related careers are explored as the group develops the various aspects of a performing arts troupe. One museum is incorporating the career education material, including children's exhibits, in a new facility which will have exhibit space devoted to the world of work.

The overlap and integration of the specific career education project activities with other cultural institution efforts demonstrates the important role that this project has in the long-range plans of the institutions.

III. DISSEMINATION ACTIVITIES

OCTOBER - APRIL

Dissemination activities included presentations to educators, the media, articles placed in Massachusetts and national journals, and articles written for the Cultural Education Collaborative Bulletin. Media coverage of pilot projects was begun (see planned activities). Below is a synopsis of dissemination activity from October to April.

<u>Audience</u>	<u>Activity/Product</u>	<u>Results</u>
Massachusetts educators, administrators, parents, press	Bulletins: November, December, February, March-April	General awareness, updates
Mass. educators in Career Education	Article in "Careergram" December 1977	Broad awareness by Mass. educators
Educators in demonstration and State Plan Projects - national	Lead article in PEP Issue 1, Jan. 1978	Broadening awareness of Career Ed. planners
Mass. legislators, education officials, related Federal officials	Release on Career Ed. project, Nov. 4, 1977	(List attached)
Boston School Committee, and print/T.V. media	Testimony by CEC Exec. Dir. including Career Ed. Project visuals designed for T.V. coverage (testimony filmed but not aired)	Furthered School Committee interest, new look at existing Boston Voc. Ed. plans. Follow-up presentation to Board of Supt. BPS
Boston Public Schools Career Education Advisory Committee	March 15 presentation by Steve Marcus with transparencies and hand-out document	S. Marcus invited to join Committee
Educational administrators, and general public in three of six Mass. education regions	Slides and talk by Legare' Cuyler stressing career education potential of cultural institutions demonstrated by CETP	Broader awareness in regional offices

<u>Audience</u>	<u>Activity/Product</u>	<u>Results</u>
Boston Tri-Lateral Council	Discuss with group responsible for school business pairings under Boston Desegregation Plan potential of CETP models/pilots	Closer ties with business communities
Mass. Career Ed. educators, national educators, project directors	Article placed in "Careergram" and PEP	to be published
Conference audiences	Presentation to NE Conference, American Assoc. of Museums	Museum staff awareness

MAY - OCTOBER

Dissemination activities for the second half of the year focussed on documentation of pilot programs in progress at all 15 cultural institutions, and later on production of materials for distribution throughout Massachusetts and to all state career education offices. Activities included:

<u>Audience</u>	<u>Activity/Product</u>	<u>Results</u>
Local public	News releases on pilot project activities (5-10)	Community awareness/support
CEC Friends and contacts in Mass. & national	Feature in Bulletin and separate handout	sustained awareness
Local Springfield community	News stories on pilot project activities	Community awareness/support
Cultural Institution educational staff, public school administrators, state (all) Career Ed offices	3 booklets featuring 1) Description of Institutions as aggregate of Career Information Package, 2) Description of pilot programs, 3) How to do it-- what we learned	Major demonstration of CETP
Mass., national educators	Place articles (with photographs, developed in conjunction with major document) in Mass. Teachers Assoc. Journal, Mass. Assoc. of Supt. Newsletter, etc., and in Synergist, Museum News, Today's Education, etc.	Broad dissemination

Audience

Mass. educators

Activity/Product

Place info. on all
programs which CI's plan
to offer next year in Culture
Connection, CEC's computer-
based information system
(summer 1978)

Results

Anticipate inquiries
due to stressing this
type of info. at
fall professional
conventions, confer-
ences, workshops

IV. PROJECT PARTICIPANTS

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE OFFICE OF EDUCATION WASHINGTON, D.C. 20003 CAREER EDUCATION PROGRAM PARTICIPANT SUMMARY							NOTE: Participants include those DIRECTLY served by the project or, in the case of most parents and parent in the business/ labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.			FORM APPROVED OMB NO. 31-41187	
NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column 2) NUMBER WHO ARE			OF THE TOTAL (column 2) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	TOTAL (sum of columns (1) through (5)) (6)	HANDICAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (K-6)		1	126	141	13	281				139	142
MIDDLE/JUNIOR HIGH (7-8)		1	44	50	1	96				47	54
SENIOR HIGH (9-12)			88	57	13	158				83	75
3-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (non-particulated)											
SUB-TOTAL											
EDUCATIONAL PERSONNEL											
TEACHERS			8	21		29				11	18
COUNSELORS											
ADMINISTRATORS			1	14		15				10	5
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY											
PARENTS			1	6		7					
OTHER (specify): Staff of Cultural Institutions			8	51	1	60					
TOTAL	2		276	340	28	646					

V. REPORT ABSTRACT

The Cultural Education Collaborative, in conjunction with Lesley College, trained the education directors from fifteen museums and performing companies in Boston and Springfield, Massachusetts, to develop and pilot career education programs for public school students using the unique resources of their institutions. The project was divided into three segments, with a series of training seminars conducted during each segment.

Segment 1 was designed to acquaint the education directors of the cultural agencies with the general assumptions and goals of career education. The seminars were held over three days in Boston and Springfield and accomplished their objectives. Participants became more conversant with career education and each participant prepared a Career Information Package based on their own institution.

Segment 2 provided education directors with instructional skills and enabled them to design and pilot career education programs for students. Again, the training was carried out over three days in Boston and Springfield. All cultural institutions in collaboration with Boston and Springfield schools developed imaginative pilot programs which included internships, interviews with staff, "behind the scenes" museum tours, exhibits prepared by students, and other unique ways to share the resources of the cultural institutions with schools.

Segment 3 was designed to insure that cultural institutions continue their involvement in career education after the project ended. Further training sessions and long-range planning carried out by the Cultural Education Collaborative and the cultural institutions have resulted in career education programs involving all the cultural institutions and additional schools in both Boston and Springfield during the year following the project.

The report discusses the training activities carried out during the project, analyzes the Career Information Packages produced by the cultural institutions, and generally describes the pilot programs and the long-range plans. The evaluation data contained in this report demonstrate that the objectives of the program were all essentially achieved, and permit further discussion of the strengths and problems related to developing cooperative programs between cultural institutions and public schools.

VI. APPENDIX A: CAREER EDUCATION

TRAINING SEMINARS REPORT

APPENDIX A

Career Education Training Seminars Report

The training seminars consisted of three separate segments, each with varying objectives.

Seminar I aimed to provide participants with an overview of career education and the entire project to permit the development of the Career Resource Packages by participants. This seminar included two successive days followed by one day a month later.

Seminar II aimed to assist participants in the development and initiation of pilot tests of their projects. This seminar also included two successive days followed by one day two months later.

Seminar III aimed to assist participants in their development of short and long-range plans for continuing their projects. This seminar consisted of one day of training.

The emphasis in the training sessions was on the active involvement of the participants in the problem-focused sessions. Participants also had an opportunity to assist, and be assisted by, their peers.

This report provides information on each of the training sessions.

I. Training Seminar I

This seminar consisted of a total of three days of training and aimed to provide participants with an overview of career education and background for developing the Career Resource Package which was an inventory of the range of careers available within and related to each participating institution.

Day 1, Activity 1: Overview

In this session, the Project Director welcomed the participants and gave an overview of the purposes of this project.

Day 1, Activity 2: Personal Career Histories of Participants and Theories of Career Development

The workshop began with an activity designed to bring the group together, focus participants on career-related issues and provide a way of introduction. Each participant was asked to identify what they wanted to be at the age of 9, 13, 18, when they graduated from college, and what their present job is. Five columns were made on newsprint paper and each participant had a chance to share their previous career goals. Each participant was also asked to identify why they wanted to have that career, who or what influenced them and what made them change (if they had in fact changed). A list was developed of factors which influenced career decisions. This was followed by a presentation on theories of career development.

Day 1, Activity 3: Background Information on Career Education

In this activity, participants were provided with information and an opportunity to discuss:

1. Definition of career education
2. The cluster concept of career education
3. The levels of career education, i.e. awareness, exploration, and preparation

Day 1, Activity 4: Cluster Concept

Participants were given the attached list of over 15 occupations which are found in cultural institutions and were asked to group them. Participants developed several ways of grouping the jobs. The various possibilities for grouping occupations such as by educational preparation, related skills, and related industries were discussed.

Day 1, Activity 5: Development of Activity

After a day of learning about career education, participants were divided into four groups and were asked to identify what they were presently doing in their programs which could be classified as

Career Education Training Project:
Clustering Exercise

Public Information Officer
General Education Specialist
Exhibits Specialist
Art Conservator
Tour Guide
Museum Director
Attendant
Restorer
Archivist
Security Guard
Carpenter
Maintenance Person
Desk Clerk
Library Assistant

career education, as well as activities which they could develop.

Day 2, Activity 1: Combatting Race and Sex Stereotyping

On the first day, some participants had expressed concern about addressing issues of stereotyping. In this activity, each participant was asked to think back to their own careers and identify points when due to certain stereotypes they were discouraged from entering certain careers.

Many participants shared their experiences and the group provided suggestions on how career education can combat these experiences.

Day 2, Activity 2: Interviewing for Career Information

This activity was designed to help participants understand the range of information which can be obtained in an interview, give participants an opportunity to talk at length with their colleagues, and get experience performing an activity similar to what they will be doing in developing their Career Resource Package.

Participants were provided with a list of questions and divided into pairs for the purpose of interviewing each other. After completing the interviews, participants returned to the larger group to share some of the information they discovered and add to the list of questions.

Day 2, Activity 3: Review of Career Education Materials

Participants were given an opportunity to review a range of career education materials during the day. During this session, a list of things to look for when reviewing materials, such as the reading level and absence of race and sex stereotyping, was developed.

Day 2, Activity 4: Development of Career Resource Package

During this activity, the Project Director and Project Evaluator reviewed the purpose and approach for the Career Resource Package which each participant would be developing. The Career Resource Package was presented as a vehicle for becoming more familiar with the career education resources which the cultural institutions can offer and discovering ways that the institution and its total staff might be interested in participating in career education programs.

Training Seminar I - Day III

After one month, participants convened in Springfield for the final day of the first segment. This last day of training was designed to give participants additional background in career education and a chance to share some of their experiences in developing the Career Resource Packages. A variety of training techniques were used in order to keep interest level high and provide participants with a range of techniques which they could use in their own programs.

Activity 1: Self-Assessment

In this activity participants were asked to identify one completed work-related task which they felt good about. They then were to identify all of the skills that they used and the one skill they felt was most important to completing the particular task.

The group leader made a list of these "most important" skills on the blackboard in front of the room in order to begin to develop a profile of the kinds of skills that are used in positions in cultural institutions. There were several skills that were mentioned by several participants. Interestingly, most of the skills mentioned were personality and character traits, such as diligence, creativity, energy.

Activity 2: Synthesis of Career Resource Packages

Participants moved into three groups of five to do tasks outlined in a handout. A group leader was chosen by having the leader be the person with the number one on their handout. Each small group provided an opportunity for each participant to describe: the status of their Career Resource Package; what they had learned about their own institution; what obstacles they had faced; and what opportunities exist for career education programs.

After each group member had a chance to share their experiences, the entire group heard a member of each small group present some of the more interesting findings.

Activity 3: Group Meeting

In this meeting, participants had an opportunity to reflect back on some of their experiences, and receive additional career education background information. Participants raised some questions about:

- how to handle issues of race and sex stereotyping
- some concerns about the commitment of their institutions
- discussion of future and present funding

This session also provided an opportunity to review two additional dimensions of career education - the elements of career education and the importance of decision-making skills in career education.

Activity 4: Decision-Making Exercise

Participants were asked to identify one problem which was facing them the day before the seminar. They then listed possible solutions and the advantages and disadvantages of choosing each solution. If one advantage was equal to a disadvantage, participants were instructed to cross both out. After working alone, participants worked with one other colleague who was to suggest additional solutions and positive and negative aspects of choosing that solution. Each participant's task was to come up with a workable solution that they could use the next day.

The entire group was brought together again and participants shared how the exercise had helped them.

Activity 5: Wrap-Up

In the closing part of this meeting, the Project Director reviewed some administrative requirements of the projects and discussed the dimensions of the pilot projects.

II. Training Seminar II

The second segment of the seminars aimed to assist participants with the planning and implementation of the pilot test of their projects and also aimed to assist in clarifying some issues which had been previously identified as problems. The thrust in this segment was to build

upon the participants' recently-acquired knowledge of career education and their experiences in developing the Career Resource Packages.

The segment included three days of training: two successive days in late January followed by one day of training in April. One of the most popular aspects of this segment was the involvement of two Boston Public School teachers on the second day of the training.

Day 1, Activity 1: Overview and Assessment of Interests

The first activity aimed to give participants an introduction to this two-day segment and to provide them with an opportunity to identify what they would be most interested in learning from this seminar. Participants were each asked to identify their primary interests for the seminar.

Day 1, Activity 2: Synthesis of Prior Experiences

In the two months prior to this segment, participants were to finish their Career Resource Packages and investigate current career education activities in one of the schools that they had been working with. In one large group session, participants discussed the current status of the development of their career resource packages and some information on what kinds of career education activities were being conducted.

Day 1, Activity 3: Problem-Solving Session

During part of the morning and the afternoon session, participants were divided into groups of three to identify potential problems in implementation of the pilot. Each small group participant identified a problem and received suggestions from their peers on how to circumvent the problem.

Day 1, Activity 4: Program Planning Guide

In order to help each participant focus their program development efforts, a specific Program Planning Guide was developed for this project. Participants spent time completing the guide to describe the program

clearly. Once each participant had completed the program planning guide they obtained feedback on their ideas from other members of the small groups.

Day 2, Activity 1: Sex and Race Stereotyping

One of the major issues identified by participants was sex and race stereotyping. A specialist in assisting groups develop programs to combat sex and race stereotyping was invited to organize several activities for participants. The activities organized by the consultant were:

1. Showing of the movie Chloe and Albie which showed two black teenagers in Boston discussing what they wanted to do with their lives.
2. A discussion of possible strategies for combating sex and race stereotyping in these career education programs.
3. A nuclear-problem solving exercise. Participants broke into groups of three for joint solving of each other's problems with regard to stereotyping by listing as many solutions as possible in five minutes.

Day 2, Activity 2: Gaining Access to Schools

A visit to the Career Resource Center of the Edison Middle School had been planned but was cancelled since school was not in session due to the snowstorm. As an alternative, two teachers from the Edison Middle School attended this session. Participants took turns assuming three roles: their own role in trying to develop interest in their program; the role of a school principal contemplating the pilot program in his/her school; and the role of an administrator in the participants' institution. Each participant had a chance at each role and had an opportunity to hear the various perspectives, possible objectives to particular aspects of the program. Each participant was then encouraged to develop strategies for overcoming the problems that were suggested. During this exercise the teachers from the Edison Middle School circulated among the small groups and offered extremely valuable insight and perspective.

Training Seminar II - Day III

After over a month of experience in planning or implementing the pilot projects with selected schools, the participants reconvened in Springfield for the final day of Segment III. This day of training was devoted to reviewing and sharing past experiences and planning for further implementation.

Training Activity 1: Overview of Prior Training Activities

A short presentation was made about the prior training activities in Segment I and the first two days of Segment II.

Training Activity 2: Discussion of Career Resource Package

During this activity, each participant briefly described what was included in his/her Career Resource Package. The program evaluator provided his reactions to the Career Resource Packages and indicated what additional steps would be necessary for completing the packages.

Participants also began discussing how they would like to format and disseminate the Career Resource Packages. Most packages had been developed primarily for the project and seminar participants, but in some cases the Career Resource Packages had been developed for use by the institution and some of the schools they work with. Several options for further dissemination were presented and discussed.

Training Activity 3: Discussion of Pilot Test Evaluation Plans

During this activity, participants discussed some of their desired outcomes of the pilot program, including a better understanding of what would be necessary for full program implementation at a later date. The project evaluator suggested several strategies for documenting experiences during the pilot test. Appointments were made for individual follow-up meetings to discuss the pilot test with the Project Director and the Project Evaluator.

Training Activity 4: Pilot Test Discussion and Developing Strategies for Problem-Solving

This activity began with a large group meeting to discuss the pilot

tests and to identify some of the problems which participants had faced in implementing them. Each participant was provided with a chart which summarized the status of implementation of each pilot project. Each participant briefly described his/her project. Some of the problems included how to get teachers more involved in the planning, given no extra pay for overtime, how to determine which part of the pilot program to cut out due to time constraints, how to circumvent transportation and scheduling problems, etc. Participants formed groups of three to four and received suggestions from their peers on how to overcome the obstacles they had faced so far.

III. Training Seminar III: Planning

This segment consisted of a one-day seminar in June designed to help participants begin to develop plans for continuing their programs during 1978-1979 and develop longer-range plans. Segment III aimed to have the participants review some of their experiences during the past year, identify the desired direction of their projects and the resources necessary to implement the projects as well as the action steps necessary for implementation.

Training Activity 1: Discussion of One Approach to Educational Innovation

Some of the concepts for implementing innovative projects which were presented in Planning for Innovation by Havelock and Havelock were discussed with the group and related to participants' previous experiences and plans.

For example, the authors present six stages, as shown below, for implementing innovations:

THE STAGES OF PLANNED CHANGE

Stage I:	Building a Relationship
Stage II:	Diagnosing the Problem
Stage III:	Acquiring Relevant Resources
Stage IV:	Choosing the Solution
Stage V:	Gaining Acceptance
Stage VI:	Stabilizing the Relationship and Generating Self-Renewal

In the discussion of each phase, participants were encouraged to add to the discussion by adding their own experiences in implementing the pilot projects. The discussion emphasized the importance of working with school people in developing new programs.

Training Activity 2: Planning Exercise

In this activity, participants were asked to review their present programs and determine what would be necessary for implementing a similar program next year. Participants were asked to complete the attached form labeled "Planning Exercise." Participants wrote a brief, clear, understandable description of their present program and got feedback on its clarity from several peers. Participants were then asked to analyze their experience in implementing their pilot project in two ways. First, they identified the resources, i.e. funds, materials, time, personnel, and relationships which were used in the project during the field test. Second, participants reviewed their experiences in light of Havelock and Havelock's stages of planned change. Each participant listed what they had done in each of their projects which addressed the stages of innovation discussed in the first training activity.

This analysis was followed by participants' identifying the steps necessary to implement a similar program next year. An action step was defined as a task which the Cultural Institution Education Director would need to perform in order to begin program implementation during the next school year. Participants were encouraged to write the action steps and to be as specific and simple as possible. For example, rather than writing an action step as "contact schools" a better action step would be "contact the principal of the Lincoln School by August 15th to arrange for a meeting with the teaching staff in September."

Training Activity 3: Beginning of Development of Long-Range Plan

Participants were asked to project into the future and identify other programs they would like to implement next year. Participants were provided with several copies of the attached form labelled "Plan for 19__ and 19__ School Year." During the training segment, participants

CAREER EDUCATION TRAINING PROJECT

PLANNING EXERCISE

Description of Present Program	Resources (Funds, Staff, Relation- ships, Time, Material)	Attention to Stages of Planned Change	Action Plan for Implementation of Similar Project in 1978-1979
50			51

PLAN FOR 19__ - 19__ SCHOOL YEAR

Program Description(s)	Necessary Resources Internal/External	Constraints	Action Plan
52			47 53

began to develop a complete plan for Career Education Implementation during 1978-1979.

The planning form provides space to describe the program, list the necessary internal and external resources, list the potential implementation constraints and develop an action plan. Participants were given instructions and assistance in developing next year's plan and were to complete plans for the following two years in the six weeks after the seminar.

Training Activity 4: Review of Pilot Projects

In this activity, the Project Director discussed some of the participants' experiences in implementing the pilot projects and reviewed a list of items, e.g., "Career Resource Package," which each participant should complete prior to the completion of the project.

This activity also included slide-tape presentations about two of the pilot projects. One presentation described the pilot project developed by the Boston Children's Museum and the Phillis Wheatley School. The second presentation described the pilot project on Archaeology developed by the Springfield Science Museum in conjunction with two Springfield schools.

Training Activity 5: Discussion of Dissemination Strategies

In this activity, participants were asked to assist the project staff in selecting a format, style and target audience for disseminating information about the project.

Participants were presented with several possible approaches to packaging project information, e.g. list of sample activities, including some of the positive and negative aspects of each strategy. The project staff encouraged participants to make additional suggestions in the weeks following this final training segment.

Training Activity 6: Wrap-Up of Activities

In this brief session, the Project Director reviewed some preliminary plans for project implementation during 1978-1979 pending the receipt of additional funds. The Project Director also identified those participants

who needed additional assistance in completing some of this year's project tasks. Follow-up assistance would be provided in the preparation of short-range and long-range plans.

APPENDIX B: FINAL PRODUCTS

Street Operator Curator, Manage Herbert

atcar
r, Dentist,
Business
r, Rigger,
ologist

Graphic Elect Doc

**Designer,
ician,
ent.**